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Booklet 3B

HEALTH

and Life Skills

MODULE 3

Life-Learning Choices

HOME INSTRUCTOR'S GUIDE AND
ASSIGNMENT BOOKLET 3B



Learning
Technologies
Branch

Alberta
EDUCATION

Health and Life Skills 7
Module 3: Life-Learning Choices
Home Instructor's Guide and Assignment Booklet 3B
Learning Technologies Branch
ISBN 0-7741-2622-1

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Section 2: Life Roles

In Section 2 students discover how personal profiles can help identify strengths, interests, talents, and abilities. They focus on how personal portfolios can help them organize, celebrate, and share their personal learning and growth. They examine how internal and external factors influence the choices they make regarding education, career interests, and future life roles. They learn about the community as a factor that influences personal health and life choices and how contributing to their community through volunteer projects can help them continue to develop self-esteem, confidence, satisfaction, and important skills.

Section 2 of Module 3 is divided into three lessons with student assignments after each lesson. The lessons in Section 2 are as follows:

- Lesson 1: Setting a Course
- Lesson 2: Planning for the Future
- Lesson 3: Promoting Community Health

Lesson 1: Setting a Course

This lesson focuses on the development of a personal portfolio. The lesson is designed to introduce students to the concept of personal profiles and portfolios as a way of collecting information about themselves. The development of a personal profile can be a valuable starting point for initiating a personal portfolio. Encourage your student to consider the benefits of starting a personal portfolio.

Students complete questions that help them create their personal profile. Discuss with the student what the profile reveals about himself or herself.

Students also examine their values. First they list their values and then place them in their order of importance and compare the list with the chart. Share your own list of values with the student.

In Assignment Booklet 3B your student is asked to create a detailed plan for a personal skills and interests portfolio. Your student will select areas that reflect different aspects of his or her life, goals, and decision making, and then choose items from each of those areas to include in a portfolio. He or she must also explain the reasons for his or her choices. Encourage your student to review strategies and tools for organizing and constructing a portfolio. Discuss with your student how personal portfolios can benefit learning, decision-making, goal-setting, and self-reflection processes.

Lesson 2: Planning for the Future

In Lesson 2 students continue thinking about the factors that may influence their future plans. This lesson allows students to consider internal and external factors in making personal choices about their future life roles, education, career interests, and goals. It focuses on the development of skills that include comparing information and analyzing how external factors, such as mentors, role models, and technology can influence future choices. It asks students to assess how internal and external factors can affect their planning, decision making, and self-knowledge. Help your student collect examples of different items that may be included in a personal portfolio that reflect both internal and external factors.

Students interview one adult about the factors that influenced his or her life and career choices. This person is asked to look at both external and internal factors that influenced such choices. Encourage your student to share his or her interview results with you, and be prepared to discuss the factors that influenced your own choices.

The next part of this lesson deals with role models and mentors. Discuss with your student the role models and mentors you have had in your life and the influences these people have had on you. Students answer questions and reflect on the influence of external factors on their interests and choices. Before your student answers the questions, encourage him or her to review and discuss the links he or she sees between what he or she has learned in other modules of this course about sources of support and the effect that other people can have on them.

The journal entry provides sentence starters for students to use in order to reflect upon what they have learned. The sentence starters require students to be conscious of the knowledge and skills that they are acquiring as they proceed through the course. Many of the choices students make now will influence their plans for the future. These choices are influenced by both internal and external factors and will affect their future educational, life, and career plans.

Lesson 3: Promoting Community Health

This lesson is designed to have students make the connection between community health, social responsibility, and opportunities for volunteerism within the community. Ask your student to share perspectives on the benefits of volunteerism. Plan to share your ideas and perspectives on current community health issues and concerns and the opportunities available for volunteer projects and programs. Encourage your student to start thinking about ways in which he or she already contributes to the community.

The community connection, which includes questions 5 and 6, enables students to extend their learning using other sources of information, such as the community, the media, and people from various health organizations. Students are encouraged to examine ways that people and communities provide support and learning opportunities through volunteer projects and programs.

In Assignment Booklet 3B students develop a plan for a community health enhancement project. They address the project goals, the specific tasks needed to implement the project, the time lines for tasks, the skills involved, and the evaluation method. Remind your student to review the assessment criteria outlined in the Assignment Booklet.

To promote school and community health enhancement plans, parents can do the following:

- Talk to teens about sun safety, second-hand smoke, pollution, and motor vehicle safety.
- Model appropriate personal health habits at home and in public.
- Make suggestions for student community health projects.
- Volunteer to supervise student community health projects.

Note: Your student's completed component for Part A: Human Sexuality or Part B: Journal Project must be submitted for assessment along with the Module 3 Assignment Booklet 3B.

ASSIGNMENT BOOKLET 3B

Health and Life Skills 7
Module 3: Section 2 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

7 HEALTH *and Life Skills*

MODULE 3

Life-Learning Choices

ASSIGNMENT BOOKLET 3B



FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	50	

Teacher's Comments

Health and Life Skills 7
Module 3: Life-Learning Choices
Assignment Booklet 3B
Section 2 Assignment
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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ASSIGNMENT BOOKLET 3B

HEALTH AND LIFE SKILLS 7: MODULE 3

SECTION 2 ASSIGNMENT

This Assignment Booklet is worth 50 marks out of the total 100 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

50

Section 2 Assignment: Life Roles

2

1. In Lesson 1 of Section 2 you learned that there are different types of portfolios and each has a different purpose. One specific type is a personal skills and interests portfolio. What are two benefits of maintaining a personal skills and interests portfolio?

20

2. In this assignment you will create a detailed plan for your personal portfolio. You must select four topics for your portfolio plan. You may choose from the following list or create your own topics.

- academic and learning experiences
- family life
- social life
- volunteer activities
- sports and recreational activities
- decision-making skills
- communication skills
- group or teamwork skills
- future educational, career, and life-role interests and plans
- any other areas you can identify

Once you have your general areas identified, start looking for examples of specific items you might place under each topic in your personal portfolio. List specific items under each topic area.

The items you include should reflect the following:

- what you have learned about yourself
- your internal influences (values, attitudes, strengths, talents, aptitudes, etc.)
- the external influences (family, peers, school, mentors, role models, technology, media) that affect you most
- your education, life roles, and career interests

Use the outline that follows to develop your plan.

Personal Skills and Interests Portfolio Plan

Topic 1. This part of my portfolio contains a collection of items relating to the following area:

The items I am including under this area include the following:

I included these items because _____

Topic 2. This part of my portfolio contains a collection of items relating to the following area:

The items I am including under this area include the following:

I included these items because _____

Topic 3. This part of my portfolio contains a collection of items relating to the following area:

The items I am including under this area include the following:

I included these items because _____

Topic 4. This part of my portfolio contains a collection of items relating to the following area:

The items I am including under this area are the following:

I included these items because _____

When you've finished responding to the preceding questions, return to page 75 of Module 3 Student Module Booklet and start working on Lesson 2.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

①

3. External influences are

- A. factors that have to do with who you are
- B. factors that come from people and events around you
- C. people whose life is worth imitating
- D. trusted advisors

①

4. Which of the following statements is true?

- A. Technology has a large impact on career planning because old jobs are disappearing and new jobs are being created.
- B. Mentors can provide inspiration, information, and career guidance.
- C. Planning for your future has an impact on your educational, life, and career choices.
- D. All of the above statements are true.

②

5. In Lesson 2 of Section 2 you studied the advantages of having mentors and role models in your life. What are two advantages of having mentors and/or role models in your life?

When you've finished responding to the preceding questions, return to page 85 of Module 3 Student Module Booklet and start working on Lesson 3.

(2)

6. Define social responsibility.

(2)

7. Describe two things you can do to promote the health of your community.

(20)

8. What does your community need to improve its health? In Section 2 of Module 3 you brainstormed ideas for projects that would improve the health of your community. Select one of your ideas and develop a plan for implementing it in your community. Your plan can be something that you implement as an individual, or it can be something that a group of students could do.

Your plan will consist of the following three parts:

- choosing a project
- making it happen
- reviewing your project

Before you begin your plan, review the assessment criteria on page 10.

a. Choosing a Community Health Project

Identified need: _____

List the reasons this is an important need for you or a group of students to address.

What is one short-term project you or a group of students could do to address this need?

What is needed for this project? (Think about expenses, materials, adult help, and transportation.)

What challenges or barriers might keep this project from being successful?

What are two long-term projects you or a group of students might carry out to address this need?

[Return to Table of Contents](#)

[illegible]

.....

Figure 1. Schematic diagram of the experimental setup. The subject is seated in a chair and views the screen through a mirror. The screen displays the target (a red dot) and the starting position (a green dot). The subject's hand is positioned at the starting position. The distance between the starting position and the target is 10 cm. The subject is instructed to move the hand from the starting position to the target. The movement is recorded by a video camera. The data are analyzed using a computer program.

Figure 1. Schematic representation of the experimental design. The subjects were divided into two groups: the control group (CG) and the experimental group (EG). The CG was subjected to a control condition (CG-C) and the EG was subjected to an experimental condition (EG-E). The CG-C and EG-E groups were further divided into two subgroups: the control subgroup (CG-C1) and the experimental subgroup (EG-E1). The CG-C1 and EG-E1 groups were further divided into two subgroups: the control subgroup (CG-C1) and the experimental subgroup (EG-E1). The CG-C1 and EG-E1 groups were further divided into two subgroups: the control subgroup (CG-C1) and the experimental subgroup (EG-E1).

[illegible]

c. Reviewing the Project

What skills are needed to carry out this project?

What do you think will be accomplished through this project?

If this project were carried out, how could you assess whether it was successful?

Use the questions provided on the following page to guide you through the process of developing your plan.

Your assignment will be graded according to the following criteria.

Marks	Criteria	Comments on Student's Assignment
17–20 Excellent	<ul style="list-style-type: none"> • You describe your plan clearly and specifically. • You link your ideas to the needs of and benefits for the community. • Your plan covers all of the areas in detail. • You connect the tasks, skills, and evaluations to the community's needs and benefits. • You demonstrate personal commitment to community health through volunteering. 	
13–16 Proficient	<ul style="list-style-type: none"> • You identify your plan specifically. • You identify the community's needs and benefits. • Your plan covers all of the areas in detail. • You describe tasks and skills. • You reflect personal commitment to community health through volunteering. 	
10–12 Acceptable	<ul style="list-style-type: none"> • You identify your plan. • You outline the need for improvement. • Your plan covers all areas. • You describe tasks, skills, and evaluation. • You indicate an intention to become involved in community health through volunteering. 	
0–9 Limited	<ul style="list-style-type: none"> • You identify your plan. • Your plan covers at least one area. • You describe tasks, skills, and evaluation. • You indicate an intention to contribute to the community. 	

When you've finished responding to the preceding questions, submit Assignment Booklet 3B to your teacher. Remember to also submit your completed component for Part A: Human Sexuality or Part B: Journal Project.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.
Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.

LEARNING TECHNOLOGIES BRANCH DISTANCE LEARNING STUDENT COURSE SURVEY

After you have completed the assignments in this course, please fill out this survey. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

We encourage you to go to our website at www.education.gov.ab.ca/lfb and complete and submit this survey electronically. If this is not possible, see the last page of the survey for other ways to submit the survey.

Age (optional): ☐ under 19 ☐ 19 to 40 ☐ over 40

School Where You Are Registered to Take This Course: _____

Course Name: _____ Date: _____

Course Copyright Year (See back cover.) _____

Design

1. The recommended process for students is to work through the Student Module Booklet(s) as instructed and then complete the assignments when directed. Did you follow this process?

☐ Yes ☐ No If no, explain.

2. The Student Module Booklet(s) contains a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?

☐ Yes ☐ No If yes, explain.

3. Were the questions and directions in the Student Module Booklet(s) easy to understand?

☐ Yes ☐ No If no, explain.

4. Did you understand what was expected in the Assignment Booklets?

☐ Yes ☐ No If no, explain.

5. The course materials were designed to be completed by students working independently. Were you always aware of what you had to do?

☐ Yes ☐ No If no, provide details.

6. This distance learning course may have included an assortment of drawings, photographs, and charts.

a. Did you find the visuals in this course helpful?

☐ Yes ☐ No Comment on the lines below.

b. Did you find the variety of visuals in this course motivating?

☐ Yes ☐ No Comment on the lines below.

7. Suggestions for Internet use may be included in the course. Were these suggestions helpful?

☐ Yes ☐ No Comment on the lines below.

8. Some activities may have called for the use of a course or textbook CD. Did you use such resources as instructed?

☐ Yes ☐ No Comment on the lines below.

9. How did you submit your assignments?

☐ mail ☐ fax ☐ e-mail ☐ drop off

10. The Student Module Booklet(s) may have directed you to work with your teacher or to consult with your teacher if you were having problems. How well did you work as a team?

Course Content

1. Was enough detailed information provided to help you learn the expected skills and objectives?

☐ Yes ☐ No Comment on the lines below.

2. Did you find the workload reasonable?

☐ Yes ☐ No If no, explain.

3. Did you have any difficulty with the reading level?

☐ Yes ☐ No Please comment.

4. How would you assess your general reading level?

☐ poor reader ☐ average reader ☐ good reader

5. Was the material presented clearly and with sufficient depth?

☐ Yes ☐ No If no, explain.

6. Was a textbook required for the course?

☐ Yes ☐ No If yes, explain where you got it. Did you have any problem getting it?

General

1. What did you like least about the course?

2. What did you like most about the course?

Additional Comments

Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.

1. Did you contact the Alberta Distance Learning Centre for help or information while doing your course?

☐ Yes ☐ No If yes, approximately how many times? _____

Did you find the staff helpful?

☐ Yes ☐ No If no, explain.

2. Were you able to fax or e-mail any of your assignment response pages?

☐ Yes ☐ No If yes, comment on the value of being able to do this.

3. If you mailed your assignment response pages, how long did it take for their return?

4. Was the feedback you received from your correspondence or distance learning teacher helpful?

☐ Yes ☐ No Please comment.

Thanks for taking the time to complete this survey. Your feedback is important to us. If you are mailing this survey, please use the address on the right. Or, you may e-mail or fax the survey, using the address or number below.

Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

E-mail: ltbgeneral@gov.ab.ca
Fax: (780) 674-6561

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Assignment Booklets to ADLC, you may return this survey with the final Assignment Booklet in the course.

